Weston College

in partnership with

Bath Spa University

Foundation Degree in Graphic Design

Student Handbook

2016 – 2017

UCAS code: W210

Programme Leader: Victoria Norcross

This handbook is published for students studying at Weston College on the above programme and is available in a range of alternative formats on request.

Contents

1. Introduction

1.1. Welcome

Welcome to the FdA Graphic Design Degree. This course is offered in partnership between Bath Spa University and Weston College. You are a registered student at Bath Spa University and at your college, and you have access to services on both sites.

You will be based at:
Weston College's new 'University Campus' in Weston-super-Mare. Here all the Art, Design and Music Foundation Degrees are situated in an excellent and spacious purpose built facility that has well equipped studios and workshops. You will also have the opportunity to apply for a 'top up year' either at Weston College, Bath Spa University or Paintworks (Bristol) to convert your Foundation Degree to full BA (Hons) status.

1.2. Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the FdA Graphic Design programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Moodle account.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

2. Course Content

2.1. Course Distinctiveness

The FdA in Graphic Design course focuses on three areas: Practical Design Skills, Design Studio and Design in Context.

The content is primarily skills based with strong commercial links to the creative industries and local employers, as well as focussing on the contextual aspects of design. The course aims to equip students with a relevant, thorough and up to date knowledge of the industry.

The central hub and ethos to the programme is the commercial 'Design Studio' set up. You will have allocated work spaces each with an Apple Mac laptop, access to the studio and a comprehensive range of state of the art equipment, available five days per week and two evenings.

If you successfully gain all the credits necessary to achieve your award, you can apply for progression to the BA (Hons) Creative Industries, Graphic Design.
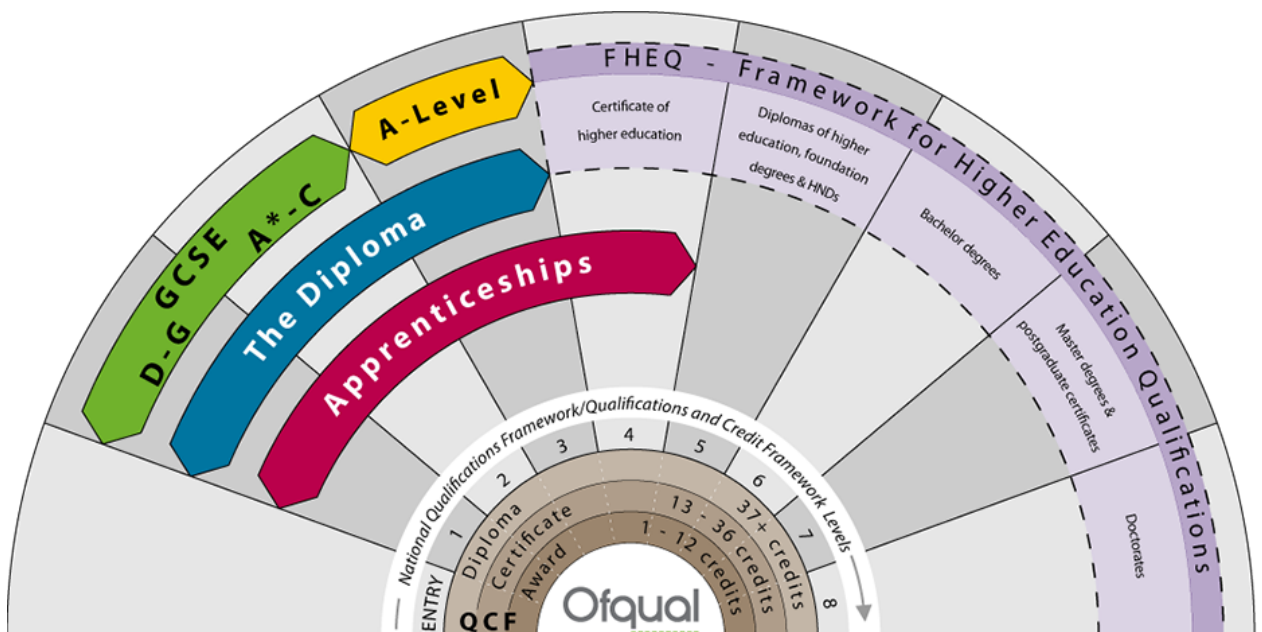
Figure 1: Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting the Graphic Design industry. Its vocational focus allows students to spend a significant amount of time within the workplace in order to

gain experience, manage a variety of small projects and develop a range of skills. A vocational approach is underpinned by academic theory and industry standards which allow students to assess situations, make comparative judgments and suggest a range of **alternative** approaches. The modules have been designed to deliver a balance of theory and practical experience of key aspects of the Graphic Design industry.

2.2. The Programme Team

The people below are staff who have specific responsibilities for your programme.

Staff	Role	Telephone	E-mail
Victoria Norcross	Programme Coordinator	01934 411655	vicky.norcross@weston.ac.uk
Sally Marks	Associate Lecturer (40%)	01934 411653	sally.marks@weston.ac.uk
Amanda Duffin	Associate Lecturer (60%)	01934 411657	Amanda.duffin@weston.ac.uk
Alan Binding	Visiting lecturer		
Jonathan Swindall	Section Area Manager, Contemporary Arts Practice and Graphic Design	Jon.swindall@weston.ac.uk	
Sarah Clark	Head of Faculty, Creative Arts and Design	sarah.clark@weston.ac.uk	
Andrew Cameron	HE Partnership & Compliance Manager, HE Directorate	andrew.cameron@weston.ac.uk	

Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the Weston team. The link tutor for your programme is:

Anthony Head	Subject leader for Visual Design and Senior	School of Art and Design, Bath Spa University

	Lecturer in Digital Technologies Design	

2.3. Curriculum

Programme structure

Duration of programme of study: A Foundation Degree is studied for a minimum period of 2 years full time. Maximum period of study is 4 years full time.

What will I study?

Each year you will study three modules over three terms, these will include:

Practical Design Skills, Professional and Work Based Skills Development, Creative Industries and Visual Meaning and Analysis

Once students have completed the first semester they are immediately involved with employers through *Design Studio: Creative Industries* module. This module is made up of a series of live projects that provide the driving force behind the work based learning elements of the course. In this module, you are responsible for their own client liaison and project management with mentoring from course staff.

Working within a commercial 'Design Studio' model, exposes you to a professional working environment from day one and ensures that you are developing a range of employability skills needed for industry.

All HE programmes at Weston College are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study

time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). "Study hours" includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

Year One (Level 4) Modules

During your first year of study as a full time student you will study three modules of 40 credits. These three modules are:

Full time Year 1 of study			
Level	**Title**	**Credits**	**Code**
4	**Practical Design Skills (Professional & Practical Skills)**	40	**MGD40D14A**
4	**Design Studio (Creative Industries)**	40	**MGD40D14B**
4	**Graphic Design in Context (Visual Meaning & Analysis)**	40	**MGD40D14C**

GD4501 - Practical Design Skills (Professional & Practical Skills)

As a practical skills-based programme the opportunity to develop technical digital skills is essential and will cover: desktop publishing, digital illustration and photo manipulation. In addition, subject specific studio skills will be developed in: visualisation and conceptualisation and will give you the opportunity to utilise skills gained and focus on a range of preferred specialist design disciplines.

This module focuses on digital media as an essential resource that touches all fields of graphic design. You will gain a technical grounding in applying digital media using Adobe Creative Suite to your creative methodologies, at the same time developing practical skills to strengthen your position of working in the creative industries.

Vocationally focused, commercially relevant briefs will be backed up with research and relevant contextual investigation presented in a range of formats. Development design work from initial concept through to final outcome will give appropriate challenges and direction.

Building on your practical and theoretical skills will allow you to develop a deeper understanding of the fundamentals of graphic design through digital media with emphasis being on development of personal,

self-directional practical work and skills development. Evaluation, reflection and analysis of technical and creative processes should be evident in development work.

Your work will be formatively assessed at appropriate times during the module and feedback will be given. At the conclusion of this module summative assessment will be:

- Practical Outcomes

- Supporting material and development/sketchbook work

GD4502 - Design Studio (Creative Industries)

This module will provide an introduction to the 'design studio' culture offering you an insight in to the day to day running of a commercial studio. 'The Design Studio' will provide the central hub for the delivery of this module, providing a realistic, live environment.

You will generate work from concept stage through to implementation and will be introduced to appropriate reproduction processes.

Visiting practitioners will give presentations outlining their specialist areas and identifying the skills required for professional practice. Examples of good practice and visits will enable students to interpret ideas and situations both in the wider context of employment and in academic understanding, providing opportunities for potential professional or industrial links.

Live briefs will be set in collaboration with local and national industries in order to equip students with the skills required for current design practice.

You will need to show consideration of the ethical and social issues surrounding contemporary design practice.

Liaison with clients will be continual throughout the design process and you will develop a professional approach to understanding and negotiating the client's requirements and the constraints of commercial briefs. You will learn to implement good time management skills and demonstrate a more focused level professional practice in meeting deadlines and understanding practical considerations in realising design solutions. You will work independently and in teams on conceptual

thinking exercises to understand different approaches to tackling and responding to a range of subject matter.

Your work will be formatively assessed at appropriate times during the module and feedback will be given. At the conclusion of this module summative assessment will be:

- Practical Outcomes

- Research and Development to include a 1000 word learning log

GD4503- Graphic Design in Context (Visual Meaning & Analysis)

This module examines key and significant theories and issues from the 20th century that will enable you to appreciate the context of your design activity. Through visual meaning and analysis, you will also examine the development of new technologies and their relationship with contemporary design practice looking specifically at research methodologies. An emphasis will be placed on the aesthetic, moral and social contexts that are of importance to today's designers.

The development of research and study skills will be supported.

This research material will be visual and textual, extracted from books and journals, as well as slides, videos and the internet.

You will attend lectures followed by discussions, allowing issues to be raised and debated. The combination of practical work, lectures, seminars and formal presentations and discussions will enable you to develop a range of transferable skills demonstrating that you can effectively work as an individual or as part of a team on collaborative projects. Time Management and organisational skills are critical.

Supplied reading will develop cognitive, reflective and critical skills, whilst workshops sessions will allow the student to use the research gained to support the development of studio based design work. You will demonstrate your contextual knowledge and ability to analyse through documenting research gained from studying industrial and professional issues.

There is a need for you to build upon your communication and presentation skills in terms of being able to talk to potential clients and

work colleagues in the creative design industry. Students should clearly evidence a range of methods of communication through both their journal/log book and practical studio work.

This module builds sequentially on the research and knowledge gained emphasising research and study skills, the acquisition of source material and how this can be communicated in a practical context.

Your work will be formatively assessed at appropriate times during the module and feedback will be given. At the conclusion of this module summative assessment will be:

- 2 x 2000 word essays (one with accompanying journal)

- 15 Minute presentation with accompanying work

Year Two Modules

During your second year of study as a full time student you will study three modules of 40 credits. These three modules will include:

Full time Year 2 of study			
Level	Title	Credits	Code
5	**Professional & Practical Skills (Work Based Skills Development)**	**40**	**MGD40D24D**
5	**Design Studio (Creative Industries)**	**40**	**MGD40D24E**
5	**Design in Context 2 (Visual Meaning & Analysis 2)**	**40**	**MGD40D24F**

GD5501 - Professional & Practical Skills (Work Based Skills Development)

This module is designed to provide a framework for vocationally focused project work, appropriate to specialist pathways within graphic design. It will enhance, improve and build on practical skills developed and you will learn to effectively present yourselves and your design work.

Live projects, and work-based learning in the 'design studio' and/or work placement will offer an opportunity to develop a realistic industry insight and enable you to take ownership of your employment potential. You will

be encouraged to develop entrepreneurial skills in sourcing external project work, both independently and in teams. Workshops and seminars will focus on professional presentation including portfolio preparation, interview techniques and communication skills.

Delivered in conjunction with local employers and practicing designers, work based projects will provide you with a pertinent set of technical, vocational and theoretical skills. You will be responsible for liaising with designers/companies in order to provide individual specific work based learning and work placements must be approved by the College.

You will be encouraged to seek a personal and unique approach to producing a professional self-promotional portfolio. This will include digital, paper based and written presentation techniques and opportunities to demonstrate sophisticated delivery of the skills learned.

An employer's handbook will provide the regulatory framework for any work placements undertaken.

Your work will be formatively assessed at appropriate times during the module and feedback will be given. At the conclusion of this module summative assessment will be:

- Practical Outcomes with supporting development work
- Self-promotional portfolio with creative journal

GD5502 Design Studio (Creative Showcase)
This module focuses on developing and implementing the creative skills and approaches to ideas generation previously learned.

You will have the opportunity to enter both national and international design competitions and education programmes. The work will be produced in response to live briefs, set by well established and respected awarding bodies including: D&AD, RSA and ISTD.

Producing work to the competition brief criteria will encourage you to develop a unique and individual approach to conceptualisation, encouraging highly innovative and original responses and understanding the processes of creative solutions above functionality. You will also work

to stringent deadlines and rigorous brief specifications and will need to take responsibility for your own time management.

This module will culminate in a self-directed project bringing together and showcasing all the skills acquired throughout previous modules. You will be expected to engage in thorough and in-depth research and final outcomes should show consideration of the implications of ethics and sustainability. From this you will develop and realise a range of sophisticated design responses, which will conclude in an exhibition of your work celebrating success on the course.

You will mount and prepare final outcomes for display. You will also undertake promotion and marketing activities for final exhibition, both internally and externally.

Your work will be formatively assessed at appropriate times during the module and feedback will be given. At the conclusion of this module summative assessment will be:

- Practical Outcomes with Display and Presentation
- Supporting material and development/sketchbook work

GD5503 - Design in Context 2 (Visual Meaning & Analysis 2)

This module further develops an awareness of the range of practice in contemporary graphic design.

It addresses the development of cognitive abilities in relation to aesthetic moral and social contexts and its importance to today's graphic designers and typographers.

A more in depth overview of visual culture history that will enhance a greater understanding of the field of Graphic Design and how this relates to your own contemporary practice.

There will be an emphasis on research and study skills and upon students acquiring source material and knowledge that can produce the context for further development in individual studio practice.

The research material will be visual and textual, extracted from books and journals, as well as slides, videos and the internet and will be used to

produce a 2000 word synoptic report accompanied by a 5 minute pitch presentation for a potential client.

Students will attend lectures followed by discussions that will allow issues to be raised and debated.

Further on in the module you will be asked to define an appropriate subject for research that helps to place your own practice and skills within an historical and contemporary context.

Through a program of seminars and one-to-one tutorials students will be assisted and guided towards:

- **Identifying a suitable topic for research.**

- **The correct approach to identifying research material and methods of analysis.**

- **Critical evaluation of your own practice.**

- **Identifying issues of ethics and sustainability, that may impact on your practice.**

You will be required to present material in the form of research notes and also to produce a 3000 word essay which contextualises students personal design practice making use of historical and contemporary examples.

The module supports you in mapping your future business development and/or gaining education qualifications to honours degree level and above.

Your work will be formatively assessed at appropriate times during the module and feedback will be given. At the conclusion of this module summative assessment will be:

- Synoptic report 2000 words with 5 Minute Pitch Presentation

- 3000 Word Essay

- Supporting material in the form of research notes

3. Course Aims

3.1. What is this programme designed to achieve?

You will achieve skills and knowledge that are applicable to the creative industries workplace. You will learn to apply these key concepts and principals to problems arising in both the employment and creative context or transfer these skills to other areas of higher educational study or alternative employment options.

This programme is designed to give you the opportunity to:

Progress onto further study and gain employment skills necessary to flourish in various creative employment options.

What will you learn?

With a Foundation Degree in Graphic Design you will have developed a sound understanding of the principles in this field of study, and you will have learnt to apply these principles more widely. Through this, you will learn to evaluate the appropriateness of different approaches to solving problems. Your studies will have a vocational orientation enabling you to perform effectively within your chosen field, you will also have the qualities necessary for employment in situations requiring you to exercise your personal responsibility and decision-making.

Knowledge

You will achieve knowledge and understanding of:

- Theory underpinning the design history and industry in different settings
- Different approaches to design which inform current practices including the historical aspects of art and design movements
- The regulatory and legislative frameworks in conjunction with the creative industries
- A variety of materials and processes, which support practical work including software applications
- Critical and analytical response to both theory and practice
- Self-evaluation, reflection and self-management
- Team-work and inter-agency working
- The theory and principles related to design research linked to your chosen pathway in preparation for an extended essay and thesis.

Thinking skills

You will develop Intellectual (thinking) skills that will enable you to:

- Develop knowledge of past and present art and design practices in order to contextualise your work.
- Realise the contextual setting for the discipline and related theories within historical contemporary and cultural settings.
- Critical judgement of your own work and that of others.
- Communicate skills in both visual and written form.
- Achieve the appropriate integration of theory and practice required to reinforce critical and intellectual engagement with the subject.
- Demonstrate proficiency in observation, investigation enquiry, visualisation, and /or making.

Subject-Based Practical skills

Practical skills

Your practical skills will show how you have:

- Demonstrated the knowledge, skills and attitudes relevant to good design practice
- Carried out effectively and efficiently the role expected of a Graphic Design Practitioner in an employment setting
- Worked collaboratively and individually in order to extend your individual development and learning
- Experienced a variety of industry related tasks to support your development and learning
- Learnt through working in consultation with others; colleagues, other professionals, creative industries and business organisations
- Demonstrated a thorough understanding of difference and diversity within Graphic Design
- The ability to manage and organise your self-directed time, resources, records and information in all aspects of the course
- The ability to solve set problems in a creative way but also to develop the ability to identify and to redefine problems, raise and address issues

Skills for life and work (general skills)

- The development of your own style of independent learning.
- The ability to communicate ideas and experiments to others and to debate relevant issues.
- IT skills.
- Communication skills.
- Teamwork.
- Time management.
- Confidence.

Key Skills and Personal Development Planning

We are committed to supporting and developing key (transferable) skills that will help you to negotiate the course successfully and to prepare you for employment and/or further study. These key skills will be important to you throughout your course, but we place a particular emphasis on them during Year 1 (although we will support and assess key skills throughout the modules on your course, relating them directly to your area of study).

Literacy: Your literacy will be supported and developed by researching and writing essays and giving presentations.

IT: The ability to make effective use of information technology (IT) is an essential skill. Examples of IT skills that will be supported and developed by using Minerva our online virtual learning environment, word processing programmes and programmes like PowerPoint and Photoshop. You will find that in addition to the facilities offered by the course, there are a range of 'open access' IT resources offered within the University and by the Library and Information Services.

Numeracy: This is a skill required in our daily lives; it will be used and developed by tasks applied to your subject specialism.

For example:- Type and layout specifications/Reproduction process – e.g. calculating percentage, proportion, and pagination

Communication: You will encounter a wide range of learning activities that will develop and support your communication skills during your time at the university. These will include things such as participation in group seminars and critiques and giving PowerPoint presentations.

Personal Development Planning (PDP):

Throughout your three years of study at Bath Spa University you will be expected to reflect and make explicit your Personal Development Plan. Each art module has an element that encourages you to do this: reflective journals, comparative case studies, presentations and digital portfolios. Through these tasks we aim to encourage you to take responsibility for your own learning by giving you opportunities to plan, monitor and review the skills you acquire as you progress through the course. Your PDP is also supported by the allocation of a personal tutor and the University's ePars system. More information on ePars can be found by following the link given below or by contacting your personal tutor.

http://it-help.bathspa.ac.uk/onepage_epars.html

Transferable skills – will enable you to:

- Communicate ideas, principles theories, arguments and analysis effectively in speech and writing;
- Communicate to a variety of audiences using multi-media tools as appropriate;
- Critically analyse information and evidence from a variety of courses;
- Use ICT to support your own development and during practical placement; work as a member of a team;
- Carry out and complete in depth practical work extending into exhibition and linking to theoretical frameworks;
- Solve theoretical and practical problems that have occurred, or are likely to occur when working as an Design Practitioner;
- Reflect on, evaluate and improve your own practice and engage in professional development activities as appropriate.

3.2. Learning and Teaching Methods

Weston College has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

The course will cover a range of approaches to teaching and learning including:

- Lectures and seminars
- Studio workshops
- Presentations and critiques
- Historical and contextual lectures
- 1:1 tutoring and guidance
- Cultural visits
- Work-based learning
- E-learning
- Practical Project work
- Visiting speakers from the creative industries

Will I be able to gain practical experience?

Work based learning is central to the programme and gives you the opportunity to reflect on your experiences and develop a portfolio of work and skills supporting your future career development. Our 'Design Studio' set-up provides an introduction to the working studio culture and will give you an insight into the day-to-day running of a commercial studio. You will work on live projects, working to briefs set in collaboration with various industries, so that you gain a real understanding of commercial design.

If you are interested in developing skills in a variety of design disciplines and applying these skills within the creative industries as well as contextualising your creativity in the light of current theories and developments in design, then this course will provide the appropriate pathway.

If you enjoy creative thinking, problem solving, working as part of a team with like minded creatives this course will provide you with confidence and ability enable you to increase your employment potential within the creative industries or access continuing higher education.

If you want to gain employment within the creative industries then this course will provide you with relevant entrepreneurial, practical skills and industry knowledge to enable you to successfully work in the field of Graphic Design.

What career opportunities are open to me if I study a Foundation Degree in Graphic Design?

- Graduates career opportunities include:
- Graphic Designer
- Art Director
- Account/Project Management
- Digital Artworker
- Freelance Designer
- Teacher training
- Editorial Designer
- Web Designer
- Illustrator
- Corporate/Brand Designer
- Digital Artworker
- Progression to the final year of BA (Hons) in 'Graphic Communication' at Bath Spa University, Weston College's 'Creative Industries' BA (Hons) or alternatively BA (Hons) Creative Media Practice at Paintworks (Bristol)

4. Assessment

4.1. Anonymity in Assessment

Bath Spa University's Modular Scheme continues to accept the principle that anonymous marking of coursework should be adopted wherever possible. Where a module has a particular assessment, which cannot be conducted anonymously (e.g. a seminar presentation or performance) then it would be beneficial if other form(s) of assessment in the module were conducted anonymously. Examinations, which are centrally scheduled and managed by Student Services, are marked anonymously.

It must be noted that it is not possible to maintain anonymity in all cases. Exceptions might include modules where the number of students was small; assignments, which reflected the known enthusiasms of particular students; or where special arrangements had been made for students with special needs. It should also be noted that anonymity might not be possible where a student had discussed a draft assignment with a tutor. It follows from this that a breach of anonymity cannot in itself be grounds for complaint or appeal; it would be necessary to demonstrate that bias had resulted.

4.2. Extensions to deadlines

Staff are not able to extend deadlines for individuals - deadlines are non-negotiable.

The exception to this is where it has been previously agreed that you may have an extension as part of your technical needs assessment.

On occasion there could be a whole group deadline extension as a consequence of a factor beyond the tutor's control. For example, when the college is shut due to extreme weather.

4.3. Examinations and Assessment Periods including results publication

A full list of examination dates (including resit dates), times and rooms is published at least 6 weeks before the examinations take place.

Arrangements cannot normally be made for students to take examinations at times other than those specified.

It is the responsibility of students to inform the HE Support Co-ordinator, via their tutor, should they require any special arrangement regarding examinations. This needs to occur at least 10 academic working days before the date of the examination, or when they are in receipt of their Disabled Students Allowance (DSA). Academic working days exclude holidays as detailed in the HE Weston College Academic calendar.

4.4. Mitigating Circumstances

Mitigating circumstances is the method through which any student can formally tell the University that you are experiencing problems outside of your control that are affecting your studies. Mitigating circumstances are unforeseen, unpreventable circumstances such as an illness affecting you, a serious illness affecting a close family member, unanticipated or unavoidable events or bereavement that significantly disrupts your academic performance.

Bath Spa University has adopted a Fit to Sit/Submit principle which means that if you submit an assessment or sit an exam you are declaring yourself well enough to do so. If you submit an assessment or sit an exam, then you cannot later claim that your performance was affected by mitigating circumstances.

Independent documentary evidence, such as medical certificates or supporting letters from your GP, must be provided in all cases to verify mitigating circumstances.

How to report mitigating circumstances, how cases are considered and what action might be taken should your circumstances be accepted can be found in sections 6.10 to 6.12 of the Undergraduate Modular Scheme: Guide for Students, which can be found at http://bit.ly/1mp9xK6.

There is an official form for submitting a mitigating circumstances claim and you can download it from http://bit.ly/1z5FvAK or contact HE Academic Registry (HEART).

If you have any questions about the mitigating circumstances process please contact Student Services at mycourse@bathspa.ac.uk or HEART at mycourse@ucw.ac.uk.

Please do make sure you let the University know if you are experiencing any difficulties and if you would like to discuss in confidence any support needs contact Student Support at studentsupport@bathspa.ac.uk.

4.5. The House Style for all written assignments

The development of a range of cognitive abilities related to aesthetic, moral and social contexts is essential to all artists and designers. To acknowledge different perspectives is a personal life-skill and an essential part of human conditioning, therefore the understanding of the context of practice is an essential part of the programme, informing critical awareness. It is important that all your written work conforms to approve academic formats.

- All written work must be word-processed
- Use A4 paper
- Print on one side of the paper only
- Use double spaced lines
- Give wide, clear margins
- All pages must be numbered
- The essay title must be written in full at the top of page 1
- All essays must contain a bibliography
- The bibliography and references must use the approved format described under 4.6.

4.6. Referencing: Harvard system

All submitted work should conform appropriate Harvard reference system for your course and your partner university. You will find the current guidelines for BSU Harvard Referencing on the HE.LP pages of Moodle.

Check whether your assignment requires a bibliography or a reference list. There is a difference. A reference list includes only those sources cited directly in the text whereas a bibliography may include additional

sources consulted or used as background reading that are not cited in the work.

4.7. Submission: unstapled, using a clear plastic sleeve

Module Leaders are responsible for informing students of the due dates for each assignment; these are identified in the module handbooks/assignment briefs.

The final submission time is 2.00pm on the due date. If you fail to submit coursework by the specified deadline, it will be marked as a non-submission. All written assignments must be submitted via Turnitin; text is automatically checked for plagiarism. Where the means of assessment make a Turnitin submission impractical, students must refer to the module handbook/assignment brief for specific details.

Assignments will be returned to students within 15 academic working days from submission.

If, on the due date for the assignment, Turnitin is unavailable for any reason, then students must submit the electronic version of their work as soon as notified by Weston College of the new deadline.

Coursework submitted via Turnitin must comprise a single file of no more than 10MB. Turnitin will only accept files in the following formats: Word, Text, Postscript, PDF, HTML and RTF.

Submission of work by fax or email is not permitted.

Tutors may make copies of any work submitted by students for assessment for purposes including external examination, external moderation and/or external review. No personal data will be made available to any third party outside of the assessment process.

Please ensure:

- That any written work is submitted in a clear plastic sleeve with an opening at the top only (please do not use clip folders or zip pockets)
- That the pages are not stapled or pinned together. Submit your work loose-leaf. Make sure you include page numbers on each page.
- Make sure to also retain at least one digital and complete paper copy of each coursework submission for your reference. Ensure that both are identical before submitting them.

- When you submit work you retain your receipt.

4.8. Word Count Policy

The purpose of a word limit is to give students, across the University, a clear indication of the maximum length of a piece of assessed work, the amount of work expected and therefore how much detail they should go into and how they should allocate time to one piece of assessed work in relation to others. It is an academic skill to be able to write within set word limits and word limits are set appropriate to the assessment outcomes.

The word count includes everything in the main body of the text (including headings, tables, citations, quotes, lists etc.). Referencing is not included in the word count. The marker will stop reading once the 10% word limit has been reached resulting in nothing further being taken into account in the allocation of marks. Please note that appendices are seen as additional supportive information only and as a result will not be marked.

Use of Appendices

Please note that appendices are not counted as part of the word count. Their sole purpose is to provide supplementary supporting evidence for the assessment. They should be referred to in your assessment but will not form any part of your overall mark.

4.9. Assessment Offences and Plagiarism

Good academic practices and standards are seen as critical to the maintenance of trust and integrity within the learning environment. Students are expected to apply these standards when producing their own academic work and in particular when referencing/crediting the work of others.

Unacceptable academic practice, particularly in response to assessment, is known as unfair practice.

Unfair practice may take a variety of forms including the following and will be considered as assessment offences:

- Plagiarism
- Self-plagiarism/double-counting

- Collusion
- Direct cheating: examinations/experiments/field reports/contract cheating
- Falsification
- Fabrication

Assessment offences including plagiarism, collusion and cheating, are an offence under University regulations and where suspected will be investigated under official procedures.

Even though a large number of assignments are marked every year, all assignments are checked for evidence of plagiarism and/or collusion and action is taken if an assessment offence appears to have been committed. Every year a substantial number of students are identified as submitting coursework as their own when they have copied from other students or the internet. Penalties vary depending on the severity of the offence but can be very severe including expulsion from the University.

Appropriate citation or acknowledgement of source documents is essential when presenting written work. It is very important that you quote the books, journals, newspapers, etc., that you used whilst researching your coursework, project or dissertation.

Information and downloadable handouts about referencing at Weston College, BSU and UWE are available on the Moodle VLE HE LibraryPlus pages at: https://moodle.weston.ac.uk/course/view.php?id=136

Please remember that unfamiliarity with referencing standards and/or assessment offence rules will not be considered as a mitigating circumstance if an assessment offence allegation is brought against you. DON'T RISK IT!

You must therefore **NOT**:

- Use source material (e.g. websites, books, periodicals) without acknowledging the fact in a bibliography OR referencing the text (please see, above, the Library's guidelines on how to reference).
- Present other people's work as if it were your own (this includes reproducing lecture notes).

- Collaborate to produce assessed work unless specifically authorised to do so (e.g. a group assignment). You may work together in collecting information and discussing sources, but the final submission must be clearly independent.
- Forget that when producing group assignments you are jointly responsible for that work and any assessment offence penalties may therefore apply to all group members.

For more information please refer to:

http://www.bathspa.ac.uk/regulations/unfair-practice

4.10. Appeals (Applications for Review)

You are not permitted to appeal against academic judgment properly exercised, but under certain circumstances students can appeal against the decisions of Examining Boards. Please note that you have 10 working days from the publication of your results (on the notice board - not the day you receive them by post) to lodge an appeal. Requests submitted out of time will not be considered.

Detailed information about the grounds for appeal and the procedures to be followed can be found online at:

http://www.bathspa.ac.uk/regulations/appeals-procedure

4.11. Assessment guide

Students are assessed by a combination of continuous assessment (coursework) and an end of module summative assessment.

A variety of assessment methods will be used during the course and will occur at different points within each module, these assessment models comply with national qualification frameworks, subject benchmark statements, and code of practice section 6. Assessment criteria will include:

A variety of assessment methods will be used during the course and will occur at different points within each module and will include:

- **Diagnostic Assessment.** This is used to show your preparedness for a module or a programme and identifies, for you and the lecturer, strengths as well as potential gaps in your knowledge, understanding

and skills expected at the start of the programme, or it might identify other possible problems.

- **Formative Assessment** provides the learner with feedback about your performance and how you improve. This feedback together with group critiques and self-reflection helps you to learn more effectively and reach the intended learning outcomes.

- **Summative Assessment** deals directly with the allocation of marks, grades and (where applicable) classification based on the extent to which the students have been successful in meeting the learning outcomes. Summative assessment may include a formative element that will enable students to understand their strengths and areas for improvement.

- **Synoptic Assessment** enables you to reflect upon the accumulated knowledge learnt during a module and relate its relevance to other subject areas.

Each module has an agreed and clear assessment scheme which will be explained to you at the beginning of the module. This will tell you what kinds of assessment you can expect, when it is scheduled and how much it will contribute to the assessment of your learning in the module overall. Depending on the type of learning content being assessed, you can expect either continuous assessment (coursework) only or a combination of continuous assessment and a written examination. You will enjoy helpful and succinct informal and formal feedback on your progress from tutors. We are able to offer instant, verbal feedback as you propose or report on a project or a practical you have been set, whilst at other times after the submission of coursework, you will receive written feedback on your work as well as a grade which contributes to the formal assessment but importantly enables you to measure your progress. The written feedback we prepare for you indicates where you did well and where you need to improve as each assessment item has a set of published assessment criteria. All feedback is then mapped against these criteria.

Assessment will be carried out in a variety of ways using submission and evidence of study including:

- Finished design work and preparation/research work, to include sketchbooks, worksheets, samples and influences
- Digital Proofs
- Essays
- Seminars and Presentations
- Seminar reports, journals and case studies
- Practice in the workplace including diary entries, logbooks and photographic records.

Practical assessment in the workplace will be assessed by lecturers in college but based on information gained from practicing designers with business and organisations.

4.11. Marking criteria

Set out in the appendix are a set of standard marking criteria. Marking criteria in individual modules will be based on these.

4.12. Feedback

Feedback is an essential part of education and training programmes. It helps learners to maximise their potential at the different stages of the learning cycle, it helps to raise awareness of the strengths and areas for improvement. It also helps to identify actions to be taken to improve performance.

Feedback can be seen as:

- **Informal** - (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or
- **Formal** (for example written)

On the course you will receive many different types of feedback, these can range from verbal to formally written which you will receive with your assignments.

You will receive feedback within Enter validating HEI standard – note for Weston courses it is 15 working days. working days of your submission.

4.12. Your Foundation Degree classification

To be awarded a Foundation Degree, you will have successfully completed year 1 and year 2, and been awarded 240 credits in total. Only module marks achieved at Level 5 (in year 2) count towards your Foundation Degree classification.

Students can achieve a pass, merit or distinction, depending on their final percentage. We calculate the percentage by taking the mean of all module marks taken at Level 5 and classify as follows:

- Distinction: 69.5% and above (≥70%)
- Merit: 59.5 to 69.49% (60-70%)
- Pass: 40 to 59.49% (40-60%)

4.13. Progressing onto Honours Degree

You can 'top-up' your FdA degree to a BA (Honours) degree by an additional year of study.

To be eligible for progression you must have gained 240 credits, 120 credits at Level 4 and 120 credits at Level 5. The deadline for applications is usually on or before 1st May in the final year of Foundation Degree studies.

Your tutor will arrange a meeting with the Course Leader at Weston College to discuss the modules on offer on the top-up degree and answer any questions that you may have. You are also welcome to visit the campus and meet with staff and students.

5. Learning environment

Learning is encouraged and supported through participation in a wide variety of activities including lectures, seminars, workshops, visits and work based learning. Each module has 4 hours formal contact per week, but you should allow yourself an additional 10 hours each week for personal study (student-centred learning). During your self-directed study time you can use your studio space and access the workshops.

5.1. Work-based Learning

We recognise and value the importance of work based and placement learning, especially the current and the future benefits of these experiences, such as the development of valuable transferable Key skills.

You have the option to undertake a work placement, which could be within a design agency, business or other organisation. With support from the college you will be expected to organise your own placement and this should meet with the college's approval.

'Work based learning' enables you to experience the application of your skills you have learnt on the course in a professional work place setting. During this work placement you will be provided with guidance as to how to maximise the benefits from this experience.

5.2. Project/studio Work

Project work emphasises the necessity for independent research, the acquisition of source material and the application of knowledge of skills you have learnt during the programme, which you can then incorporate within your own self-directed enquiry. Projects to enable you to develop individual solutions to creative problems and represent them coherently.

There is an assessment at the end of each module. Work is graded using the Grade Related Criteria (appendix) and all work is given equal attention.

In Year One work is assessed by the module coordinators and other members of staff and will be internally verified.

In Year Two work is assessed by the module coordinator and other members of staff and will be internally verified and eternally verified by an examiner who moderates the internal marks.

5.3. Study abroad

Any student on the Modular Programme can apply to study abroad as part of the Lifelong Learning Programme (LLP): Erasmus scheme, which is supported by the European Commission in Brussels. Placements are usually for a whole semester in a European university or higher education institution during your second year. Some opportunities exist for you to spend a full year abroad. Provided you successfully complete your placement, you will obtain full academic recognition and your study abroad period will be counted towards your Bath Spa University degree, using the European Credit Transfer System (ECTS). More information can be found on the university website by following the link given below:-

http://www.bathspa.ac.uk/services/international/studying-abroad.asp

5.4. Tutor support

While studying at Weston College on this Foundation Degree you will have:

- Extensive personal support from a friendly and caring staff.
- Open door policy.
- A good practical and theoretical education.
- Availability of careers advice and support.
- Purpose built studio and workshop facilities.
- Excellent student support services.
- Highly qualified, motivated staff and visiting lecturers.

How we support you

- One to one tutorials
- Group Tutorials
- Seminars
- Lectures
- Specialist technical support
- Materials posted on Minerva
- Lectures by visiting professionals and practitioners

You are allocated a member of staff as your Personal Tutor and this is

your first port of call if you need any help or advice on course matters. If you need any advice on anything else (personal or financial matters, for example) your Personal Tutor can recommend the right person on campus to approach, including the Student Support Services who can help you with any problems including health, employment, and much more.

5.5. Learning Resources Available

Library resources

HE LibraryPlus at Weston College is based on two sites, Knightstone Campus and University Campus. The two sites provide a wealth of physical resources, and electronic resources which are available for students to access remotely. Library Plus at both sites opens at 8.15am each morning, and stays open until 6.30pm four evenings a week at Knightstone, and 6.00pm two evenings at University Campus, giving students the opportunity to use the facilities before and after their taught sessions. All of our electronic resources are available externally 24/7.

All HE learners on courses validated by partner universities have access to some of the electronic resources in the collections of their Higher Education Institutions (HEIs). This gives learners access to a wider range of electronic journals, e-books and databases in addition to the e-resources and print resources we provide at Weston via *Heritage Online* (Library catalogue) and Moodle. Lecturers request resources throughout the academic year and learners are encouraged to suggest new additions. We regularly check module reading lists to ensure that students have access to all items listed. Each HE programme area has a unique reading list code on *Heritage Online* to enable a search which lists all items available for that course. Learners are automatically enrolled in Library Plus when enrolled on their course, ensuring that access to resources is immediate.

Learners may borrow up to 6 items including books, laptops, ipads, CDs, DVDs, back copies of journals and other pieces of equipment. The standard loan period is three weeks. Staff can request that items in high demand are limited to short loan (one week). All learners have full

access to our 3,000+ eBook collection, eJournal database (*EBSCOHost Academic Search*) and further specialist eResources including *Mintel* and *Britannica*. Library Plus has 97 fixed PCs and Macs which are available on a drop-in basis, plus 45 laptops for students to carry out independent research. The University Study Room off Library Plus at Knightstone Campus has PCs and space for laptops; a collection of study skills books and guides. It is for the exclusive use of HE learners. Library Plus provides wireless Internet access for learners wishing to use mobile devices. A wide variety of equipment is available for loan, including HD video cameras, Flip cameras, Kindles, iPads and a USB microscope. As with other resources a budget is available for buying additional equipment. A full printing and finishing service is available at both campuses.

HE students are supported by a team of 20 professional staff in Library Plus, with a dedicated HE Librarian. Look for the ***Where's Wendy*** posters and signposting in LibraryPlus and on Moodle for information about finding and contacting Wendy for support.

The Higher Education LibraryPlus (**HE.LP**) course on Moodle has been designed to support HE learners in their use of learning resources at both Weston College and their partner HEI. It includes guidance, links and interactive activities and is designed to support our user education programme. The LibraryPlus Portal on Moodle provides links to our e-Resources, catalogue, help sheets and subject guides which recommend appropriate e-books and journals for specific courses. Library Plus events and services are promoted to learners through Moodle, the HE termly newsletter *Peer Press* and via the College's Facebook and Twitter pages.

All first year HE learners benefit from our mandatory HE.LP programme.

6. Support Services

6.1. HE Academic Registry Team (HEART)

HEART are the first port of call for any issues, particularly those relating to student support. There is an open door policy, so please feel free to go along and visit them at any time.

HEART can offer help and advice with a variety of issues, including:

• Pastoral matters

• Mental Health specialist support

• Student finance

• Student accommodation

• Disabled Student Allowance (DSA)

• Careers

• Mitigating/extenuating circumstances

• Proof of study and council tax exemption letters

We are available at our Knightstone campus Monday – Friday in room 511 and at University Campus in room A125, feel free to pop in for any advice or even just a chat. You can also email HEART at heart@ucw.ac.uk.

6.2. HE Learning Support Services

If you think you have a specific learning difficulty (SPLD), a long term medical condition, mobility issue or mental health issue such as anxiety and depression, and there is professional evidence of this (for example doctor or psychologists report) you may be eligible for additional support in your degree.

This support might be mentoring, study skills support, technological equipment or extra time in exams. It can be invaluable and may help you toward successful completion of your degree. If you are eligible, you are advised to apply for a Disabled Student Allowance (DSA).

We can help you with. This support is free and does not need to be re-paid after you complete your course.

If you want to investigate this, please contact HE Learning Support. We are friendly and approachable, we will listen and do what we can.

There are a variety of ways to contact us:

- In person - we are based with HEART in room 511 at the Knightstone Campus and in room 125a, University campus
- By phone 01934 411 228
- By text 0789 1618057
- By email support@ucw.ac.uk

More information can be found on our website:
http://www.weston.ac.uk/supporting-you/support-university-level-students

7.   How is Quality Assured?

7.1. Quality monitoring and evaluation

The programme you are studying was approved by Bath Spa university. As part of the approval process it was assured that

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements; and
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval, which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- External examiner reports (considering quality and standards);
- Statistical information (considering issues such as the pass rate);
- Student feedback.

Drawing on this and other information programme teams undertake annual monitoring. The process is monitored by the University's Quality and Standards Committee.

Once every six years an in-depth review of the whole area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

7.2. The role of the programme committee

The course has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. The programme committee plays a critical role in the colleges quality assurance procedures.

7.3. External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

Name	Role in institution	Name of institution
Daniel Buzzo	Senior Lecturer, Computer Science and Creative Technologies	UWE, Bristol

7.4. Student Voice

We are committed to providing you with a quality learning experience and we undertake regular reviews to ensure the quality of the programme. Our quality checks follow well-established principles and practices, including regular Staff-Student meetings and student and staff module evaluations.

The following methods for gaining student feedback are used on this programme:

- Module evaluations;
- Student representation on Programme Committees (meeting twice each academic year);
- Annual student analysis ('SWOT') where student views on strengths and weaknesses of the programme are fed into the Department's annual report; and

- Comments sent to the Course Leader and/or Module Leader and/or your Personal Tutor.

Students are notified of the action taken through:

- In-class reports and discussion; and
- Posting of information via Moodle and/or by other appropriate means.

Module evaluation questionnaires

Forms are circulated towards the end of each module. These are completely anonymous. Tick-box grading covers aspects of delivery, support and assessment allowing suggestions and comments to be entered also. Student opinions have been a great help to us in refining the programme to meet your needs and to remedy problems. You have benefited from previous students' likes, dislikes and suggestions.

Student Representative Committees

Staff Student Liaison Committee (SSLC)

Your programme coordinator will arrange a meeting three times a year for you to air your views either in person or through class representatives, depending on the size of your class. Items and issues are fed back to your college teaching team and to our validating University, and action will be taken as appropriate. Your feedback and suggestions are valuable in assisting the development of the programme

Student Forums

HE-wide Student Forums are organised by HEART and held once per term; their role is to provide discussion on the HE student experience at UCW, examine any issues and concerns and share good practice. The forum also provides discussion of resources and facilities, and allows students to make suggestions as appropriate.

Personal tutors

You will be allocated to a personal tutor who will monitor your progress, and meet up for regular chats. This way we can make sure any personal needs are met as far as possible. Regular meetings provide an

opportunity to discuss your progress, views and opinions with a member of staff.

External references

The following methods are used for gaining the views of other interested parties:

- Feedback from former students;
- Employers

8. Career Opportunities

8.1 Careers Service

Career Support

All students benefit from tutorials focused on Careers Information, Advice and Guidance (CIAG). This will complement your personal development planning (PDP), which may be completed as a formal part of your programme. This system has been designed to allow you to record a series of transferable achievements such as health and safety training etc., alongside reflection on relevant work experiences. These achievements will complement the portfolio of Work-based Learning (WBL) embedded in the design of your programme which will underpin your effective career development.

You will discuss aspects of careers and employability throughout your programme. In our experience, students who have some idea of what they are going to do at the end of their studies have greater motivation and perform better than those who do not.

Throughout your time with us you will be encouraged to build your portfolio of skills. As you progress with us, the tutorial system incorporates careers advice and progression sessions.

Careers Coaching

We also have a dedicated careers service for degree students. The service provides resources to help you explore your career options, group workshops, and one-to-one careers coaching through drop-in sessions and bookable appointments. The careers advisors are available on Mondays at University Campus and Wednesdays and Thursdays at Knightstone Campus. For more information, email <u>careers@ucw.ac.uk</u>

We have also developed a themed 'Employability Week' to help you take steps towards your career goals. During this week, there will be additional 1:1 information, advice and guidance sessions, along with mock interviews with employers and a range of workshops covering topics

related to CVs, covering letters and job searching. We will also post tips on our social media throughout the week.

You will also be entitled to access career development services within your university.

9.   Staff profiles

Victoria Norcross

Sally Marks

Libby Lloyd

Micheal Parr

Wendy Slade

Wendy is the HE Librarian for Weston College's degree level courses. She is educated to Masters Level with an MSc in Information and Library Management from Bristol University (2005). She also holds a teaching qualification and BA (Hons) in Language and Communication from Cardiff University. Wendy has carried out research projects in the field of learning environments, the needs of the learner and study skills delivery. Wendy delivers the HE LibraryPlus '*HELP*' study skills programme which introduces the key skills and core resources learners require for HE level research.

9.1. Methods of Communication

The majority of the material and information you need will be available via the relevant Virtual Learning Environment (VLE) for your programme. You will be introduced to the use of the VLE during the early stages of your study.

As part of enrolment on your course personal student email accounts will be generated automatically for both Weston College and UWE. You should check these addresses regularly as although some students prefer to use their own personal accounts, the College and validating University will communicate with you via your formal accounts, so it is important that you make use of them and check them regularly. Emails sent to your student email accounts are equivalent to letters, memoranda and other forms of communication. For example, information regarding exams, timetables and assessments will sent via these formal email channels.

Please check your Weston College email inbox regularly (at least daily) for new messages or you may miss essential information relating to your

studies. Likewise, you should use your Weston student email for communicating with staff of the College.

As part of your programme you may be asked to use social media sites, such as Facebook, Twitter or Pinterest, in a context that reflects current industry practice. As such your engagement with such sites should be of a professional standard at all times.

You should keep the College informed of any change in your postal addresses (home and/or term time). Please inform your Faculty Office of any change to these addresses.

10. Complaints

The HE Complaints Policy and Procedure at Weston College is broad and covers any aspect of the student experience. Students should seek advice from the HE Unit (he.unit@weston.ac.uk) with regard to if and how you should proceed with a complaint and which procedure is appropriate.

11. Reading Strategy

Degree level learners are expected to engage in and explore subjects beyond taught lectures. Reading lists compiled by programme leaders identify the **core** reading material which is essential, and any recommend **further** reading required for assignments. Journal titles and websites may also be given. Reading lists are reviewed and updated annually to ensure currency, relevancy and to reflect research developments.

LibraryPlus will provide a copy of every text on a reading list. Where eBooks are available, these will be purchased in the first instance to enable multiple, remote access at all times. Databases for eJournals and reports are provided. Guidance on accessing eResources is given to all first year learners through the HE.LP programme. Further support is available within LibraryPlus and on the LibraryPlus Portal on Moodle. Printed copies of books, journals and DVDs are available for loan or reference in the LibraryPlus facilities and can be located through the Library catalogue. Learners are expected to independently use, explore and familiarise themselves with electronic and printed formats. Programme leaders and lecturers will inform learners of any essential resources or texts that they are expected to purchase themselves.

Learners and staff enrolled on university validated courses are entitled to library membership at their partner facilities, however, access to eResources may be restricted by licencing agreements, and individuals must be responsible for finding, collecting and returning physical resources themselves. Guidance on the services, resources and facilities available is given on partner library websites.

Appendices

Appendix 1 – Module Specifications

Year 1 Modules

Code	GD4501-40
Title	**Practical Design Skills**
Subject area	**Professional & Practical Skills**
Pathway	
Level	Level 1
Credits	40 credits
Contact time	104
Pre-requisites	
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Sally Marks & Vicky Norcross
Description & Aims	

As a practical skills-based programme the opportunity to develop technical digital skills is essential and will cover: desktop publishing, digital illustration and photo manipulation. In addition, subject specific studio skills will be developed in: visualisation and conceptualisation and will give you the opportunity to utilise skills gained and focus on a range of preferred specialist design disciplines.

This module focuses on digital media as an essential resource that touches all fields of graphic design. You will gain a technical grounding in

applying digital media using Adobe Creative Suite to your creative methodologies, at the same time developing practical skills to strengthen your position of working in the creative industries.

Vocationally focused, commercially relevant briefs will be backed up with research and relevant contextual investigation presented in a range of formats. Development design work from initial concept through to final outcome will give appropriate challenges and direction.

Design solutions will be presented as a combination of high quality colour prints and electronic presentations, demonstrating knowledge of software applications and design ability.

Building on your practical and theoretical skills will allow you to develop a deeper understanding of the fundamentals of graphic design through digital media with emphasis being on development of personal, self-directional practical work and skills development. Evaluation, reflection and analysis of technical and creative processes should be evident in development work.

These experiences will also provide you with transferable skills, which will equip you to meet challenges you will encounter.

Outline Syllabus & Teaching & Learning Methods

- Lectures/Demonstrations
- Taught workshops
- Practical activities including self directed study
- Group discussions/critiques
- One to one tuition
- Individual and group presentations
- E-learning
- Project briefings
- Day projects

Intended Learning Outcomes	How assessed*
At the end of the module you will be expected to:	
• Show a practical knowledge of print and screen based design techniques	Portfolio
• Demonstrate understanding and competence using specialist software	Portfolio
• Produce creative designs in response to a brief	Portfolio
• Document all stages of the design process, identified contextual references and continually evaluating and reviewing progress	Sketchbooks/ research
• Present work to a group	Portfolio/Digital Presentations
• Show awareness of health and safety aspects	

Assessment Scheme	Weighting %
Formative:	
You will have feedback from staff student critiques, seminars, tutorials and presentations.	
• **Development work and research**	**Feedback**
• **Digital and print presentations**	**Feedback**
• **Design Outcomes**	**Feedback**
Summative:	

• **Practical Outcomes**	**70%**
• **Supporting material and development/ sketchbook work**	**30%**

Generic transferable key skills

Problem solving: Practical projects and workshops.

Analysis and Research: Writing essays and set projects, keeping sketchbooks, notebooks and blogs.

IT: Minerva VLE, Internet research, word processing, email, creative IT packages.

Numeric: Calculating and measuring materials for creative projects, business planning and management.

Communication: Basic literacy, oral and written presentations, business presentations, tutorial seminars and critiques.

Planning and time management: Meeting deadlines for commissions, assessments and project work.

Reflection and evaluation: Self and peer group assessment, reflective journals, case studies, business planning.

Team work: collaboration on business projects/commissions, group critiques, study trips, seminars and workshops.

Reading Lists/Key Texts & Websites
Icons of Graphic Design
Heller, Steven

0500287295 Thames and Hudson 2008

A Smile in the Mind

Edward de Bono   Beryl McAlhone   David Stuart

0714838128 Phaidon Press Ltd 1998

The Typographic Experiment

Triggs, Teal

0500511438 Thames & Hudson Ltd 2003

Type & Typography

Baines, Phil Haslam, Andrew

1856694372 Laurence King Publishing 2005

The Art of Looking Sideways

Fletcher, Alan

0714834491 Phaidon Press Ltd 2001

Stop Stealing Sheep and Find Out How Type Works

Spiekermann, Erik

0201703394 Adobe Press 2002

The Designer & The Grid

Roberts, Lucienne, Thrift Julia

2880468140 RotoVision 2005

Learning Resources

- Workshops
- Library
- Minerva VLE
- Study trips and visits

* eg examination, presentation, coursework, performance, case study, portfolio, etc.

Code	GD4502-40
Title	**Design Studio**
Subject area	**Creative Industries**
Pathway	
Level	Level 1
Credits	40 credits
Contact time	104
Pre-requisites	
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Sally Marks & Vicky Norcross
Description & Aims	

This module will provide an introduction to the 'design studio' culture offering you an insight in to the day to day running of a commercial

studio. 'The Design Studio' will provide the central hub for the delivery of this module, providing a realistic, live environment.

You will generate work from concept stage through to implementation and will be introduced to appropriate reproduction processes.

Visiting practitioners will give presentations outlining their specialist areas and identifying the skills required for professional practice. Examples of good practice and visits will enable students to interpret ideas and situations both in the wider context of employment and in academic understanding, providing opportunities for potential professional or industrial links.

Live briefs will be set in collaboration with local and national industries in order to equip students with the skills required for current design practice.

You will need to show consideration of the ethical and social issues surrounding contemporary design practice.

Liaison with clients will be continual throughout the design process and you will develop a professional approach to understanding and negotiating the client's requirements and the constraints of commercial briefs. You will learn to implement good time management skills and demonstrate a more focused level professional practice in meeting deadlines and understanding practical considerations in realising design solutions. You will work independently and in teams on conceptual thinking exercises to understand different approaches to tackling and responding to a range of subject matter.

Outline Syllabus & Teaching & Learning Methods

- Lectures/presentations from staff and visiting practitioners

- Practical activities including self directed study

- Learning Teams/Group tutorials, presentations and critiques

- One to one tuition

- Formal presentations to staff, peers and clients

- E-learning

Intended Learning Outcomes	How assessed*
You will show:	
• Demonstrate understanding of contemporary graphic design and associated work practice with industry	Portfolio/ Sketchbooks/ Research
• Demonstrate an understanding of specialist software	Portfolio
• Produce creative designs in response to studio based and live briefs	Portfolio
• Document all stages of the design process, analyse a range of information and continually evaluate	Sketchbooks/ Research
• Present work to a group which will include staff, clients and peers	Presentations & Portfolio
• Work in a team communicating effectively in a clear and appropriate manner to clients, colleagues and teaching staff	Presentations & Portfolio
• Show awareness of health and safety aspects and social and ethical issues	Portfolio/ Sketchbooks/ Research

Assessment Scheme	Weighting %
Formative: You will have feedback from staff student critiques, visiting practiners, employers/clients, seminars, tutorials and presentations. • **Development work and research** • **Digital and print presentations** • **Design Outcomes** *Summative:* • **Practical Outcomes** • **Research and Development to include a 1000 word learning log** **Generic transferable key skills** **Problem solving:** Practical projects and workshops. **Analysis and Research:** Writing essays and set projects, keeping sketchbooks, notebooks and blogs. **IT:** Minerva VLE, Internet research, word processing, email, creative IT packages. **Numeric:** Calculating and measuring materials for creative projects, business planning and management.	**Feedback** **Feedback** **Feedback** **70%** **30%**

Communication: Basic literacy, oral and written presentations, business presentations, tutorial seminars and critiques. **Planning and time management:** Meeting deadlines for commissions, assessments and project work. **Reflection and evaluation:** Self and peer group assessment, reflective journals, case studies, business planning. **Team work:** collaboration on business projects/commissions, group critiques, study trips, seminars and workshops.	

Reading Lists/Key Texts & Websites

Logo

Evamy, Michael

185669528X Laurence King 2007

Type & Typography

Baines, Phil Haslam, Andrew

1856694372 Laurence King Publishing 2005

What is Graphic Design

Newark, Quentin

2880465397 RotoVision 2002

Olle Eksell; Swedish Graphic Designer

Eksell, Olle

4894445476 PIE Books 2007

Why Not Associates 2

Why Not Associates

0500511349 Thames & Hudson Ltd 2004

Profile: Pentagram Design

Poyner, Rick. Yelavich, Susan

0714843776 Phaidon Press Ltd 2004

Print & Finish – Basics Design

Harris, Ambrose

2940373426 Ava Publishing 2006

Learning Resources

    • Workshops
 	
    • Library
 	
    • Minerva VLE
 	
    • Study trips and visits

* eg examination, presentation, coursework, performance, case study, portfolio, etc.

Code	GD4503-40
Title	**Graphic Design in Context**
Subject area	**Visual Meaning and Analysis**
Pathway	
Level	Level 1
Credits	40 credits
Contact time	104
Pre-requisites	
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Jimmy Hay

Description & Aims

This module examines key and significant theories and issues from the 20th century that will enable you to appreciate the context of your design activity. Through visual meaning and analysis, you will also examine the development of new technologies and their relationship with contemporary design practice looking specifically at research methodologies. An emphasis will be placed on the aesthetic, moral and social contexts that are of importance to today's designers.

The development of research and study skills will be supported.
This research material will be visual and textual, extracted from books and journals, as well as slides, videos and the internet.

You will attend lectures followed by discussions, allowing issues to be raised and debated. The combination of practical work, lectures, seminars and formal presentations and discussions will enable you to develop a range of transferable skills demonstrating that you can effectively work as an individual or as part of a team on collaborative projects. Time Management and organisational skills are critical.

Supplied reading will develop cognitive, reflective and critical skills, whilst workshops sessions will allow the student to use the research gained to support the development of studio based design work. You will demonstrate your contextual knowledge and ability to analyse through documenting research gained from studying industrial and professional issues.

There is a need for you to build upon your communication and presentation skills in terms of being able to talk to potential clients and work colleagues in the creative design industry. Students should clearly evidence a range of methods of communication through both their journal/log book and practical studio work.

This module builds sequentially on the research and knowledge gained emphasising research and study skills, the acquisition of source material and how this can be communicated in a practical context.

Outline Syllabus & Teaching & Learning Methods

- Issues raised by illustrated slide lectures will be further explored through follow up workshops/demonstrations based on information and research gained.

- These may include video viewings, group seminars/discussions both staff and student led, set tasks, one to ones, tutorials and self directed study supported by E-learning.

- Lectures and seminars

- Discussions and group work

- Demonstrations

- Individual research

- Presentations

Intended Learning Outcomes	How assessed*
You will show:	
1. Undertake research using paper based materials and electronic sources	Portfolio
2. Demonstrate a basic understanding of a range of influences that have informed current social and creative design attitudes.	Presentation/ Report
3. Correctly research, structure and argue a written piece of work to an appropriate conclusion.	Presentation
4. Make an oral presentation (approximately 15 minutes).	Presentation
5. Key Skills in Communication: develop and demonstrate oral and written presentation skills through effective participation in seminars and presentations and writing reports.	Portfolio
6. Recognise and describe and record a range of processes and practice methods of graphic communication	Portfolio

7. Demonstrate an understanding of influences that have informed current creative practice	Portfolio
8. Develop a debate to a conclusion, presented as an essay	Essay
9. Incorporate aspects of the above within individual studio practice	Portfolio
10. Identify potential creative design opportunities	Portfolio

Assessment Scheme	Weighting %
Formative: You will have feedback from staff student critiques, seminars, tutorials and presentations. • **Rough drafts** • **Presentations** • **Mini assignments** *Summative:* • **2 x 2000 word essays** **(one with accompanying journal)** • **15 Minute presentation with accompanying work** **Generic transferable key skills** **Problem solving:** Practical projects and workshops.	 **Feedback** **Feedback** **Feedback** 70% 30%

Analysis and Research: Writing essays and set projects, keeping sketchbooks, notebooks and blogs.

IT: Minerva VLE, Internet research, word processing, email, creative IT packages.

Numeric: Calculating and measuring materials for creative projects, business planning and management.

Communication: Basic literacy, oral and written presentations, business presentations, tutorial seminars and critiques.

Planning and time management: Meeting deadlines for commissions, assessments and project work.

Reflection and evaluation: Self and peer group assessment, reflective journals, case studies, business planning.

Team work: collaboration on business projects/commissions, group critiques, study trips, seminars and workshops.

Reading Lists/Key Texts & Websites

Practices of Looking – An Introduction to Visual Culture

Sturken, Marita and Cartwright, Lisa

0198742711 OUP Oxford 2000

Representation: Cultural Representations and Signifying Practices

Hall, Stuart

0761954325 Sage Publications Limited 1997

Visual Culture: An Introduction

Howells, Richard

074562412X Polity Press 2003

Graphic Design History

Heller, Steven Georgette Ballance

1581150946 Allworth Press,U.S. 2001

Graphic Design: A Concise History

Hollis, Richard

0500203474 Thames & Hudson Ltd, 2001

Visual Research – An Introduction to Research Methodologies in Graphic
Design

Noble, Ian and Bestley, Russell

2884790497 AVA Publishing 2005

The Anatomy of Design- Uncovering The Influences & Inspirations in
Modern Graphic Design

Heller, Steven

1592532128 Rockport Publishers Inc 2007

Merz to Emigre and Beyond

Progressive Magazine Design of the Twentieth Century

Heller, Steven

0714839272 Phaidon Press Ltd 2003

What Is Graphic Design For?

Twemlow, Alice

294036107X RotoVision 2006

Penguin by Design: A Cover Story 1935-2005

Baines, Phil

0713998393 Allen Lane 2005

Learning Resources
• Workshops • Library • Minerva VLE • Study trips and visits

* eg examination, presentation, coursework, performance, case study, portfolio, etc.

Year 2 Modules

Code	GD5501-40
Title	**Professional & Practical Skills**
Subject area	**Work Based Skills Development**
Pathway	
Level	Level 2
Credits	40 credits
Contact time	104
Pre-requisites	
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Vicky Norcross and Sally Marks

Description & Aims

This module is designed to provide a framework for vocationally focused project work, appropriate to specialist pathways within graphic design. It will enhance, improve and build on practical skills developed and you will learn to effectively present yourselves and your design work.

Live projects, and work-based learning in the 'design studio' and/or work placement will offer an opportunity to develop a realistic industry insight and enable you to take ownership of your employment potential. You will be encouraged to develop entrepreneurial skills in sourcing external project work, both independently and in teams. Workshops

and seminars will focus on professional presentation including portfolio preparation, interview techniques and communication skills.

Delivered in conjunction with local employers and practicing designers, work based projects will provide you with a pertinent set of technical, vocational and theoretical skills. You will be responsible for liaising with designers/companies in order to provide individual specific work based learning and work placements must be approved by the College.

You will be encouraged to seek a personal and unique approach to producing a professional self-promotional portfolio. This will include digital, paper based and written presentation techniques and opportunities to demonstrate sophisticated delivery of the skills learned.

An employer's handbook will provide the regulatory framework for any work placements undertaken.

Outline Syllabus & Teaching & Learning Methods

- Lectures, seminars, case studies and work based learning
- Guidance and progress reviews through tutorial contact
- E-Learning
- Workshops
- Practical activities including self directed study
- Group discussions/critiques
- Formal presentations and interview practice sessions

Intended Learning Outcomes	How assessed*
You will show:	

• Produce a detailed and evaluative log book documenting your work based learning in assessing how professional business practice operates	Creative Journal
• Plan and organise the work load demonstrating a responsible approach to project management	Creative Journal
• Demonstrate the creative application of professional and practical skills acquired through overall studies	Portfolio
• Engage with and contribute to discussion on industry related issues	Seminars/ Presentations/Portfolio
• Demonstrate an understanding of the importance of self-promotion	Seminars/ Presentations/Portfolio
• Demonstrate entrepreneurial skills, through independent research and activities	Presentation/Portfolio
• Reflect and evaluate your own progress and ability in relation to contemporary practice	Creative Journal
• Present work effectively and professionally, recognising the importance of confident and competent communication	Presentation & Portfolio
Assessment Scheme	Weighting %
Formative:	

You will have feedback from staff student critiques, visiting practioners, employers/clients, seminars, tutorials and presentations. • **Development work/research** • **Digital and print presentations** • **Design Outcomes** *Summative:* • **Practical Outcomes with supporting development work** • **Self-promotional portfolio with creative journal** **Generic transferable key skills** **Problem solving:** Practical projects and workshops. **Analysis and Research:** Writing essays and set projects, keeping sketchbooks, notebooks and blogs. **IT:** Minerva VLE, Internet research, word processing, email, creative IT packages. **Numeric:** Calculating and measuring materials for creative projects, business planning and management. **Communication:** Basic literacy, oral and written presentations, business presentations, tutorial seminars and critiques.	 **Feedback** **Feedback** **Feedback** **70%** **30%**

Planning and time management: Meeting deadlines for commissions, assessments and project work.	
Reflection and evaluation: Self and peer group assessment, reflective journals, case studies, business planning.	
Team work: collaboration on business projects/commissions, group critiques, study trips, seminars and workshops.	

Reading Lists/Key Texts & Websites

Alas! Smith and Milton: How Not to Run a Design Company (Truth About Business)

Asbury, Nick

1904879470 Cyan Books 2006

A Whole New Mind: How to Thrive in the New Conceptual Age

Pink. Daniel, H

905736002 Cyan Books 2006

Inclusive Design

Clear & Large Print Best Practice Guide for Designers

ISTD Publication

Problem Solved : A Primer in Design and Communication

Johnson, Michael

0714844535 Phaidon Press Ltd 2004

How to be a Graphic Designer Without Losing Your Soul

Shaughnessy, Adrian

1856694100 Laurence King Publishing 2005
Learning Resources
• Workshops • Library • Minerva VLE • Study trips and visits

* eg examination, presentation, coursework, performance, case study, portfolio, etc.

Code	GD5502-40
Title	**Design Studio**
Subject area	**Creative Showcase**
Pathway	
Level	Level 2
Credits	40 credits
Contact time	104
Pre-requisites	
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Vicky Norcross and Sally Marks

Description & Aims

This module focuses on developing and implementing the creative skills and approaches to ideas generation previously learned.
You will have the opportunity to enter both national and international design competitions and education programmes. The work will be produced in response to live briefs, set by well established and respected awarding bodies including: D&AD, RSA and ISTD.

Producing work to the competition brief criteria will encourage you to develop a unique and individual approach to conceptualisation, encouraging highly innovative and original responses and understanding the processes of creative solutions above functionality. You will also work to stringent deadlines and rigorous brief

specifications and will need to take responsibility for your own time management.

This module will culminate in a self-directed project bringing together and showcasing all the skills acquired throughout previous modules. You will be expected to engage in thorough and in-depth research and final outcomes should show consideration of the implications of ethics and sustainability. From this you will develop and realise a range of sophisticated design responses, which will conclude in an exhibition of your work celebrating success on the course.

You will mount and prepare final outcomes for display. You will also undertake promotion and marketing activities for final exhibition, both internally and externally.

Outline Syllabus & Teaching & Learning Methods

- Practical activities with an emphasis on self directed study
- Group discussions/critiques
- One to one feedback
- Presentation of practical outcomes
- Individual tutorials
- E-learning

Intended Learning Outcomes	How assessed*
You will show:	
• Explore and refine practical, technical and conceptual skills	Portfolio/sketchbooks/ research

• Realise and appreciate the importance of generating creative design solutions	Sketchbooks/research
• Work independently with limited guidance, demonstrating good time and project management abilities	Portfolio/sketchbooks/research
• Reflect and evaluate own abilities in relation to creative solutions	Creative Journal
• Take responsibility for own learning, development of skills and evaluation	Sketchbooks/research
• Demonstrate initiative, through independent research and activities	Portfolio/Sketchbooks/research
• Present work effectively with an individual and creative approach	Presentations and portfolio

Assessment Scheme	Weighting %
Formative: You will have feedback from staff student critiques, visiting practioners, employers/clients, seminars, tutorials and presentations.	
• **Development work and research**	**Feedback**
• **Digital and print presentations**	**Feedback**

• **Design Outcomes**	**Feedback**

Summative:

• **Practical Outcomes with Display and Presentation**	**70%**
• **Supporting material and development/sketchbook work**	**30%**

Generic transferable key skills

Problem solving: Practical projects and workshops.

Analysis and Research: Writing essays and set projects, keeping sketchbooks, notebooks and blogs.

IT: Minerva VLE, Internet research, word processing, email, creative IT packages.

Numeric: Calculating and measuring materials for creative projects, business planning and management.

Communication: Basic literacy, oral and written presentations, business presentations, tutorial seminars and critiques.

Planning and time management: Meeting deadlines for commissions, assessments and project work.

Reflection and evaluation: Self and peer group assessment, reflective journals, case studies, business planning.
Team work: collaboration on business projects/commissions, group critiques, study trips, seminars and workshops.

Reading Lists/Key Texts & Websites

Dutch Graphic Design

Kees Broos and Paul Hefting

026202358X The MIT Press 1993

Swiss Graphic Design

Hollis, Richard

1856694879 Laurence King Publishing 2006

Rewind : Forty Years of Design and Advertising

Edited by Jeremy Myerson and Graham Vickers

0714844608 Phaidon Press Ltd 2004

Business & Enterprise Skills

Objects of Desire, Design and Society

Forty, Adrian

0500274126 Thames & Hudson Ltd 1986

100 Habits of Successful Graphic designers

Plazm, Josh Berger & Dougher, Sarah

1592531881 Rockport Publishers 2005

No Brief – Designers Personal Projects

O'Reilly, John

2880466946 RotoVision 2002

Learning Resources
• Workshops • Library • Minerva VLE • Study trips and visits

* eg examination, presentation, coursework, performance, case study, portfolio, etc.

Code	GD5503-40
Title	**Design in Context 2**
Subject area	**Visual Meaning and Analysis 2**
Pathway	
Level	Level 2
Credits	40 credits
Contact time	104
Pre-requisites	
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Jimmy Hay

Description & Aims

This module further develops an awareness of the range of practice in contemporary graphic design.

It addresses the development of cognitive abilities in relation to aesthetic moral and social contexts and its importance to today's graphic designers and typographers.

A more in depth overview of visual culture history that will enhance a greater understanding of the field of Graphic Design and how this relates to your own contemporary practice.

There will be an emphasis on research and study skills and upon students acquiring source material and knowledge that can produce the context for further development in individual studio practice.

The research material will be visual and textual, extracted from books and journals, as well as slides, videos and the internet and will be used to produce a 2000 word synoptic report accompanied by a 5 minute pitch presentation for a potential client.

You will attend lectures followed by discussions that will allow issues to be raised and debated.

Further on in the module you will be asked to define an appropriate subject for research that helps to place your own practice and skills within an historical and contemporary context.

Through a program of seminars and one-to-one tutorials students will be assisted and guided towards:

•   Identifying a suitable topic for research.
•   The correct approach to identifying research material and methods   of analysis.
•   Critical evaluation of your own practice.
•   Identifying issues of ethics and sustainability, that may impact on your practice.

You will be required to present material in the form of research notes and also to produce a 3000 word essay which contextualises students personal design practice making use of historical and contemporary examples.

The module supports you in mapping your future business development and/or gaining education qualifications to honours degree level and above.

Outline Syllabus & Teaching & Learning Methods

- Presentations and critiques.
- Illustrated slide lectures will be further explored through follow up workshops/demonstrations based on information and research gained.
- There will also be video viewings, group seminars/discussions both staff and student led, set tasks, one to ones, tutorials and self directed study.
- Group tutorials
- Individual tutorials
- E- Learning

Intended Learning Outcomes	How assessed*
You will show:	
• Demonstrate an understanding of a range of influences that have informed current social and creative design practice.	Portfolio
• Undertake research using paper based and electronic sources.	Portfolio
• Make an oral presentation that demonstrates confidence in presentation.	Presentation
• Understand the design process and the context in which it is undertaken.	Essay

• Develop a body of work that demonstrates independent research, and outcomes that document findings on historical and contemporary practice.	Report

• Work independently, demonstrating good time and project management abilities.	Portfolio
Generic transferable key skills	
Problem solving: Practical projects and workshops.	
Analysis and Research: Writing essays and set projects, keeping sketchbooks, notebooks and blogs.	
IT: Minerva VLE, Internet research, word processing, email, creative IT packages.	
Numeric: Calculating and measuring materials for creative projects, business planning and management.	
Communication: Basic literacy, oral and written presentations, business presentations, tutorial seminars and critiques.	
Planning and time management: Meeting deadlines for commissions, assessments and project work.	
Reflection and evaluation: Self and peer group assessment, reflective journals, case studies, business planning.	
Team work: collaboration on business projects/commissions, group critiques, study trips, seminars and workshops.	
Assessment Scheme	Weighting %
Formative:	
• **Rough drafts**	**Feedback**
• **Presentations**	**Feedback**
• **Mini assignments**	**Feedback**

Summative:	
• **Synoptic report 2000 words with 5 Minute Pitch Presentation**	**30%**
• **3000 Word Essay**	**40%**
• **Supporting material in the form of research notes**	**30%**

Reading Lists/Key Texts & Websites
Practices of Looking – An Introduction to Visual Culture Sturken, Marita and Cartwright, Lisa 0198742711 OUP Oxford 2000 Visual Research – An Introduction to Research Methodologies in Graphic Design Noble, Ian and Bestley, Russell 2884790497 AVA Publishing 2005 Representation: Cultural Representations and Signifying Practices Hall, Stuart 0761954325 Sage Publications Limited 1997 Good: An Introduction to Ethics in Graphic Design Roberts, Lucienne 2940373140 Ava Publishing 2006 The Education of a Graphic Designer, Heller, Steven 1581154313 Allworth Press,U.S. 2005

Design, Writing Research: Essays on Graphic Design and Typography

Ellen Lupton & J Abbott Miller

1568981376 Princeton Architectural Press 1999

Graphic Originals: Designers who work beyond the brief

Austen, Jane

2880467063 RotoVision 2003

Design without boundaries – Visual Communication in Transition,

Poynor, Rick

186154006X Booth-Clibborn Editions 2002

Learning Resources
• Workshops • Library • Minerva VLE • Study trips and visits

* eg examination, presentation, coursework, performance, case study, portfolio, etc.

Appendix 2 – Assessment Criteria

1. Essays:

Level 4

- Able to analyse the question
- Clear indication of how it will be answered
- Appropriate content
- Develops a line of argument, makes a case
- Supports from further reading (at least 6 appropriate sources)
- Reaches an appropriate conclusion
- Correct referencing procedure
- Accurate use of English
- Word processed/accurate word-count

Tutor sets titles and help with structure.

Emphasis on marking at this level to be on content and structure.

Level 5

As for 4 plus the following…

- Engage in difference lines of argument
- Evaluate different cases
- Develop a critical approach
- At least 8 appropriate references including journal articles/web-sites
- Write in an appropriate academic style

Student has some choice of content but within tutor approved title.

2. Oral Presentations:

Level 4

Content
- Relevance of content to given/chosen topic
- Identification of key elements
- Visual materials support topic
- Appropriate use of written English in materials/handout

Skills
- Confidence in speaking

- Use of resources e.g. OHP, projectors, PowerPoint presentation
- Some audience involvement
- Quality of spoken English

Additional Criteria for Group Presentation
- Collaborative approach to preparation for presentation
- Contributions from all group members during presentation

Level 5

Content
- Relevance of content to topic
- Discussion of key elements
- Coherence of presentation
- Visual materials to elaborate on topic
- Handout

Skills
- Confidence, use of voice range of presentational methods, use of resources
- Use and quality of resources
- Quality of spoken English

Additional Criteria for Group Presentation
- Critical reflection on collaborative approach to presentation
- Distinct and equal contributions from all

3. Written Tasks during Contextual Studies Sessions

Level 4
- Identify key issues under discussion
- Identify key points in lectures and readings
- Raise questions about ideas presented in lectures, readings, seminars
- Begin to make connections between difference elements of the module
- Begin to develop own lines of argument
- Identify key elements of own learning
- Demonstrate knowledge of some key ideas associated with area of study

- Accurate use of English
- Correct referencing procedures

Level 5

Content
- Able to discuss the key issues
- Analyse ideas presented in lectures and readings
- Critically reflect on module content drawing upon some further reading
- Apply some underlying concepts to other contexts by drawing links between difference elements of module
- Reflect critically upon process of own learning
- Demonstrate knowledge and critical understanding of some of the key ideas associated with area of study
- Writing in appropriate personal/academic style
- Appropriate references and correct referencing procedure

4. Thesis Preparation

Level 5 only

Abstract
- Clear account of findings of investigation in single paragraph

Rationale
- Clear statement of reason for choice of topic in relation to own background knowledge and experience

Literature
- An account of literature relevant to topic
- Should include some primary sources

Methods
- Clear statement of specific question being investigated and methods used to answer it
- Commentary on why selected methods are appropriate

Findings
- Clear presentation of data which is accessible to reader
- Presents answer to question posed

Conclusions

- Discusses findings in terms of question posed and wider implications
- Refers to discussions in literature section

5. Assessment in the workplace

Level 4

- Engage as part of a team or with the mentor.
- Assess learning environment in a given context.
- Try a variety of methods used in the work placement.
- Identify problem areas.
- Identify positive areas within the work place experience.
- Document what your contribution is to the work placement.
- What have you gained from this experience?
- Document the experience through keeping a daily diary/log and visual/photographic record. Write an evaluation.

Level 5

At Level 5 you will be expected to meet the Level 4 criteria with the addition of the following:

- Liaise with external agencies yourself.
- Demonstrate development in your professional practice.
- Gain confidence in the employment market.
- Gather networks and contacts to assist with future career development.

6. Assessment of Studio Practice

See the 'Marking Criteria' in the following Appendix and individual Module Outlines in Appendix 1.

Appendix 3 - Marking Criteria

The following assessment criteria have been adopted for all assessment items. They will be amplified and/or refined by more specific criteria, which will be set out in the documentation for each specialised subject area.

Grade Related Criteria		
Grade	**Indicative Mark Range**	**Criterion**
A	100-80	**An outstanding first** Work of outstandingly high quality and originality.
	79-77	**An excellent first** Work, which fulfils all the criteria of the A, grade, but at an exception standard for the level concerned. Substantial originality and insight, very few minor limitations.
	76-74	**A good first** Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/ discipline and to the assessment task will be demonstrated. There is a clear evidenced of originality and insight and an ability to sustain an argument and/or solve discipline-related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
	73-70	**A first** The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the level concerned.
B	69-67	**A high upper second**

		Work, which clearly fulfils all the criteria of the B grade for the level concerned, but shows greater insight and/or originality.
	66-64	**A good upper second**
		Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses, which reveal occasional insight and/or originality. Ability to solve discipline-related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.
	63-60	**An upper second**
		Work of good quality, which contains most, but not all, of the B grade characteristics for the level concerned.
C	59-57	**A high lower second**
		Work, which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight.
	59-57	**A high lower second**
		Work, which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight.
	56-54	A good lower second
		Work of sound quality which is based on satisfactorily reference sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively.
		The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be

		chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.
	53-50	**A lower second** Work of sound quality, which contains most, but not all, of the C grade characteristics for the level concerned.
D	49-47	**A high third** Work of a satisfactory standard demonstrating a reasonable level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the level concerned.
	46-44	**A good third** Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.
	43-40	**A third** Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions.
F	39-30	**A fail** Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected,

		misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.
F	29-20	**A clear fail** Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the level concerned.
	19-10	**A bad fail** Work of poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the level concerned.
	9-1	**A very poor fail** Some work submitted, but containing virtually nothing of any relevance, depth or merit.
F	0	**Nothing submitted**, and extension not agreed before due date; or work containing nothing of any relevance or merit.
L	0	**Late submission;** extension granted before due date.
UP	0	Work failed due to unfair practice.

Appendix 4 - Assessment methods

Type/Module	Professional & Practical Skills (Practical Design Skills) GD4501-40	Design in Context (Visual Meaning and Analysis) GD4502-40	Design Studio Creative Industries GD4503-40	Professional & Practical Skills (Work Based Professional Skills Development) GD5501-40	Design in Context (Visual Meaning and Analysis 2) GD5502-40	Design Studio – Creative Showcase GD5503-40
Indicative – summative						
Tutor-marked group assignments including projects, reports, portfolios	✓	✓	✓	✓	✓	✓
Tutor-marked group assignments including case studies, problem-solving exercises, design tasks, notebooks and logbooks	✓	✓	✓	✓	✓	✓
Tutor-marked group assignments including presentations and exhibitions		✓			✓	✓
Tutor-marked individual assignments including projects, reports, portfolios and essays	✓	✓	✓	✓	✓	✓
Tutor-marked synoptic examinations,		✓			✓	

projects and dissertations						
Indicative – formative						
Negotiated statements of intent						✓
Work-based assessment	✓		✓	✓		✓
Placement assessment				✓		
Commercial design proposals/ presentations	✓		✓	✓		✓
Rough drafts and mini assignments		✓			✓	
Development work and research	✓	✓	✓	✓	✓	✓

Appendix 5 – Attendance and Withdrawals

Attendance

Attendance at all lectures, seminars, tutorials, and workshops is expected.

Absence through illness

You must inform the Faculty Secretary (01934 411681) or Curriculum Manager (01934 411444) immediately of any absence due to sickness. If the absence exceeds eight days a medical certificate should be sent to the Curriculum Manager. In cases of prolonged absence every effort is made to assist, e.g. by giving advice on home-based study and on options available to ensure satisfactory completion of the course.

Students, unless they live locally, normally register with a local practice for the duration of the course.

Leave of Absence

Students who wish to have leave of absence for any reason should request this from the Curriculum Manager at least five working days in advance or, in cases of emergency, as far in advance as possible. In some circumstances it may be necessary to consult the Head of Faculty.

Mitigating Circumstances

It is essential for the Bath Spa University College/Weston College authorities to have full information about absences. In cases where the reasons for absence are serious and have a significant impact on a student's ability to study, Boards of Examiners may need to be advised by Registry in relation to the student's assessment (see Regulations).

Registers of Attendance

All students are required to register their attendance each day by signing the appropriate sheet displayed in the studios. Weekly registers will form the basis for the college register, which will provide an attendance figure for the whole course and for reference at examiners' meetings or to answer queries regarding grants from LEA's, who should be notified after any four week period of absence.

Information on Withdrawals

If you decide to withdraw from your course you should inform your Curriculum Manager/Registry in writing immediately in a letter which gives

a) Your name,

b) Course,

c) Year of study,

d) Last date of attendance at college

e) Reason for withdrawing

All information given in this letter will be treated confidentially and the College will inform LEA's accordingly.

Appendix 6 - Code Of Professional Practice (Health & Safety) Weston College, Faculty Of Creative Arts:

GENERAL CODE OF PROFESSIONAL PRACTICE

i) 'Professional Practice' is defined as having:

a) A responsible and sensitive attitude towards your working environment.

b) A caring attitude towards fellow students and staff.

c) A professional regard concerning personal organisation including attendance and punctuality, meeting course requirements and course deadlines.

ii) Establishing sound professional practice from the onset of the course will ensure high standards of studentship, which will enhance your studies and will ultimately serve you well in professional life whether in a studio, office or public space. As a general rule, the more you attend to good practice instinctively the less 'attention' it requires.

GENERAL STUDIO PROFESSIONAL PRACTICE

i) In the studio matters of safety are invariably connected to what one would call basic codes of professional practice. A clean, tidy studio space with an orderly use of materials makes for the most efficient use of your time, gives you (and communicates to lecturers and your peers) a sense of pride in your work, establishes custom and practice that can be maintained later in life and finally demonstrates a social responsibility for the environment that we all share and that in extreme circumstances, such as a major fire, can be a matter of life and death.

ii) A few simple ground rules should ensure you and your colleague's safety and make your studio a pleasant and efficient place in which to work:

a) From 1 July 2007 all public places and workplaces became smoke free, therefore no smoking is allowed on the University Campus.

b) For paints that are <u>non-water based</u>, well ventilated areas are essentials.

c) Although most paints are safe, some are toxic so avoid putting brushes into your mouth and never apply paint to the body.

d) Keep all combustible materials off the floor and to the absolute minimum required for your work.

e) Cleaning fluids for oil paints and turpentine (genuine), turns subs, and white spirit, are all flammable so care must be taken. Small amounts to be used in a suitable container. They must be disposed of in the correct manner. Larger amounts stoppered and stored in a lockable metal cupboard.

f) Keep palettes or equivalent work surfaces cleaned after <u>every</u> work session.

g) Aerosol spraying <u>must</u> be carried out in areas with proper Local Exhaust Ventilation LEV, <u>not</u> studios.

h) Particular care should be taken with the use of Stanley knives/scalpels and other sharp cutting instruments. As a general rule cuts should be made away from the body, working on a cutting mat or appropriate surface.

i) Use storage racks for finished work that you are not currently referring to. Store lighter items higher up on shelves.

j) Do not leave puddles of fluids lying on floors; wipe up immediately – use spill kits provided.

k) Studios are to be cleared of rubbish, wash basins kept clean, and work bases left in an acceptably tidy state at the end of each day. Anything left on the floor will be regarded as rubbish and treated as such by the cleaners, unless labelled otherwise.

CODE OF PRACTICE APPLICABLE TO WORKSHOPS

i.   In the various workshops, as with the studios, matters of safety are invariably connected to codes of professional practice. These codes are comprehensive and relate specifically to the following workshop areas:

- Ceramics
- Computers
- Photography
- Printmaking: Etching
- Printmaking: Screenprinting
- Multi-Skills   3D

   ii.   Prior to using any of the above workshops, you will be given an introduction to the relevant codes of professional practice. For reference these will be displayed in the respective workshops. It is essential that you adhere to these codes to ensure safe working practice for yourself and your colleagues.

   iii.   Workshop facilities are there to assist you in realising your ideas. When used safely they are a tremendous asset: when abused they can be exceptionally dangerous.

   iv.   Any student found deliberately contravening workshop codes of practice will receive a verbal warning. If they continue to do so they will be suspended from the course and other appropriate action taken.

GENERAL HEALTH AND SAFETY

   i.   All students should be aware of codes and regulations in any work area they may have cause to use. If you are in any doubt as to the code to apply ask your course tutor.

   ii.   All persons should follow the College's Emergency Evacuation Procedure as detailed in the back of this handbook. Students will be acquainted with this by tutors and particular attention should be paid to the 'Fire Action Notices' giving instructions in each room.

   iii.   Students must <u>not</u> interfere with or undertake any change or addition to electrical fittings or apparatus. Suspect apparatus must immediately be switched off and reported to the relevant member of staff or technician.

iv. No workshop activity shall take place other than in the workshop without permission from the relevant member of staff.

v. Flammable or toxic materials must only be used in within the designated areas as instructed.

vi. Butane gas lighters are banned.

vii. All doors, corridors, gangways, staircases shall be kept clear and Fire Doors unobstructed.

viii. All fire fighting apparatus must be unobstructed and must not be moved from their designated positions.

ix. Eating and drinking are prohibited in workshop and studio areas.

x. Walkmans, MP3's and Personal Stereo equipment is NOT to be played in studios or workshops. Music is allowed in the studios but ONLY if played on authorised and safety checked equipment, and at the discretion of the tutor.

xi. All accidents, however, minor, shall be reported to the responsible member of staff and the necessary form filled in and handed to the Head of Department.

xii. There must be no irresponsible behaviour as this can lead to accidents.

xiii. All persons using the workshop/studio areas are required to ensure that the work area is clean and tidy after work. All machines and work areas must be cleaned down and left in a safe condition for the next user.

EMERGENCY EVACUATION PROCEDURE

THESE NOTES SHOULD BE READ CAREFULLY AS IN THE EVENT OF
FIRE YOUR LIFE MAY DEPEND ON UNDERSTANDING THEM.

i) **Layout of Building**

It is particularly important to familiarise yourself with the general
layout of the building, noting:-

a) Exits (both those used daily and those used for an emergency).

b) All fire doors are to be closed and <u>not</u> propped open in any
circumstances.

Designated doors are fitted with hold open devices and labelled.

c) All access corridors are to be kept free of obstruction to allow
free flow of people.

d) Fire alarm actuating points are to be indicated to students during
induction and are labelled.

ii) **Action in the Event of The Alarm**

Remember, that a life may depend on your taking quick action on the
outbreak of fire. In the event of fire, it is essential that everyone
understands the procedure to be taken in order that there is no panic
and that fire damage and casualties are minimised.

Read the notice - 'FIRE ACTION NOTICES' posted in each room.

When the alarm is actuated:-

a) Everyone leaves immediately by the nearest exit.

b) All rooms are empty and that all doors are shut in
classrooms/workshops.

c) On vacating the building, everyone will proceed to your
designated area, where a check will be made to ensure that
everyone is present. Anyone suspected as being missing will be
reported to the senior member of staff on duty.

FIRST AID

In the event of a minor problem, seek assistance from any member of staff or the College switchboard, (at Reception, inside the main entrance).

In the event of a major problem dial '0' from any internal telephone, give details of the problem to the switchboard operator and request an ambulance and a First Aider. ***Do not attempt to move the patient.***

If you have an accident, or need first aid treatment, ask the person dealing with the problem to fill in a College Accident Form on your behalf.

VEHICLES

Regrettably, due to lack of space, students are not permitted to park cars, or other multi-wheeled vehicles, in the College car parks.

Two-wheeled vehicles may be brought on site, provided they are parked in the designated areas and do not create a safety problem.